



















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## Key Symbol Chart

- dot**  = dot under letter means 'lower case' sound. Placed between letters, then blend the 'lower case' letter sounds.
- dash**  = DASH UNDER LETTER MEANS CAPITAL LETTER SOUND, BLEND WHEN EXTENDED.
- square**  = when a square surrounds a letter/s, then no sound from that/those letter/s
- tilda**  =   = letter change  
match numbered tilda for new sound

<p><b>aow</b></p> <p> 1</p> <p> cow</p> <p>fow! round proud sour</p>	<p><b>ar</b></p> <p> 2</p> <p> dollar</p> <p>draft draught doctor path</p>
<p><b>er</b></p> <p> 3</p> <p> person</p> <p>early pleasure birth occur</p>	<p><b>ooe</b></p> <p> 4</p> <p> noodles</p> <p>ure shooze soup threw true</p>
<p><b>or</b></p> <p> 5</p> <p> claw</p> <p>ball caught court talk</p>	<p><b>ou</b></p> <p> 6</p> <p> cushion</p> <p>took could bush push</p>

19B

12

18

19A

14

16

alphabet

"lower case letters"- a b c ch d e f g h i j k l m n o p q  
r s sh t th u v w x y z. "CAPITAL LETTERS"- A B C D E  
F G H I J K L M N O P Q R S T U V W X Y Z  
af=E G Ach=N I JA=J KA=K el=L em=M en=N O P Cu=Q  
ar=R es=S I U V abli.U=W ex=X WI=Y zed=Z

Fig. 1

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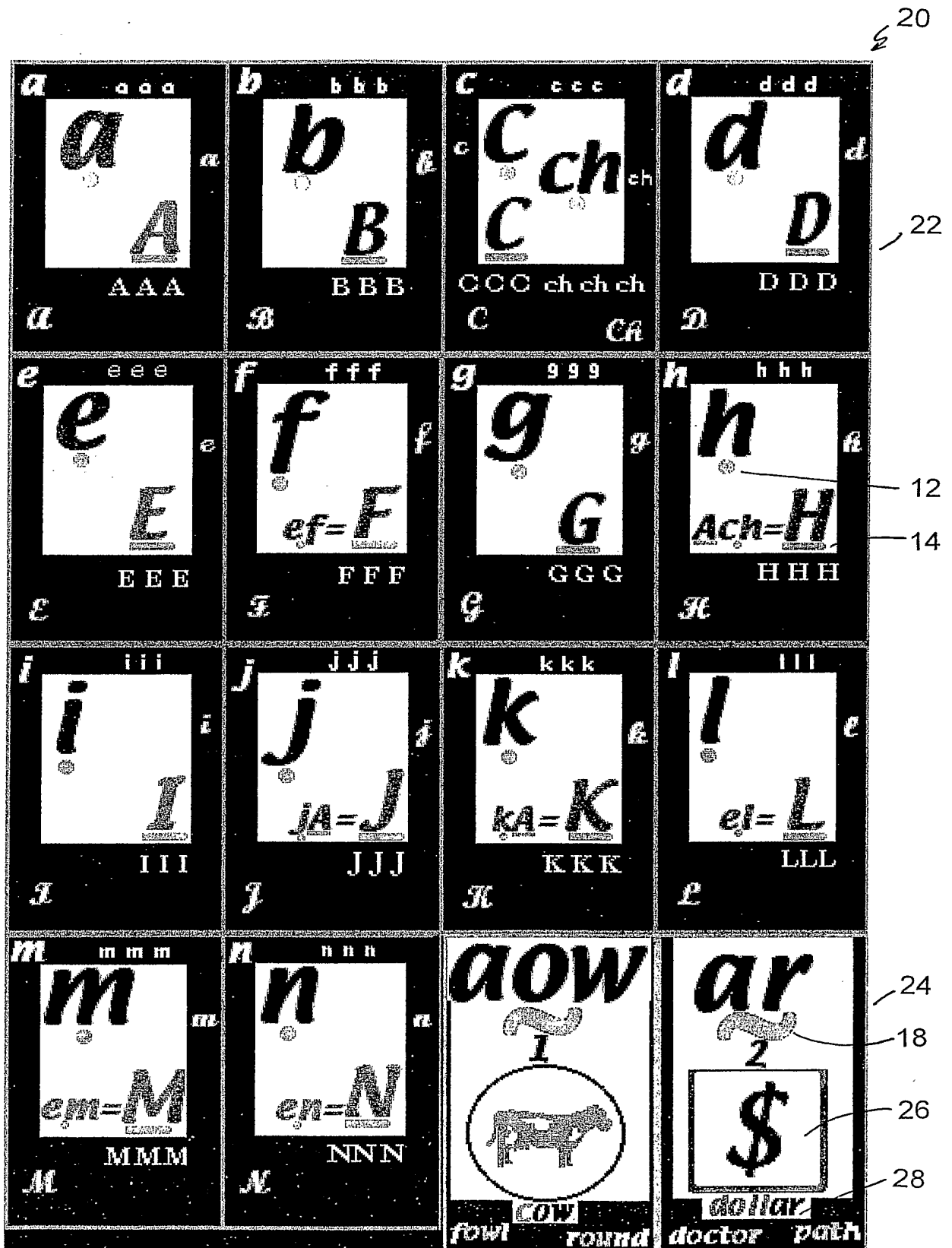


Fig. 2A

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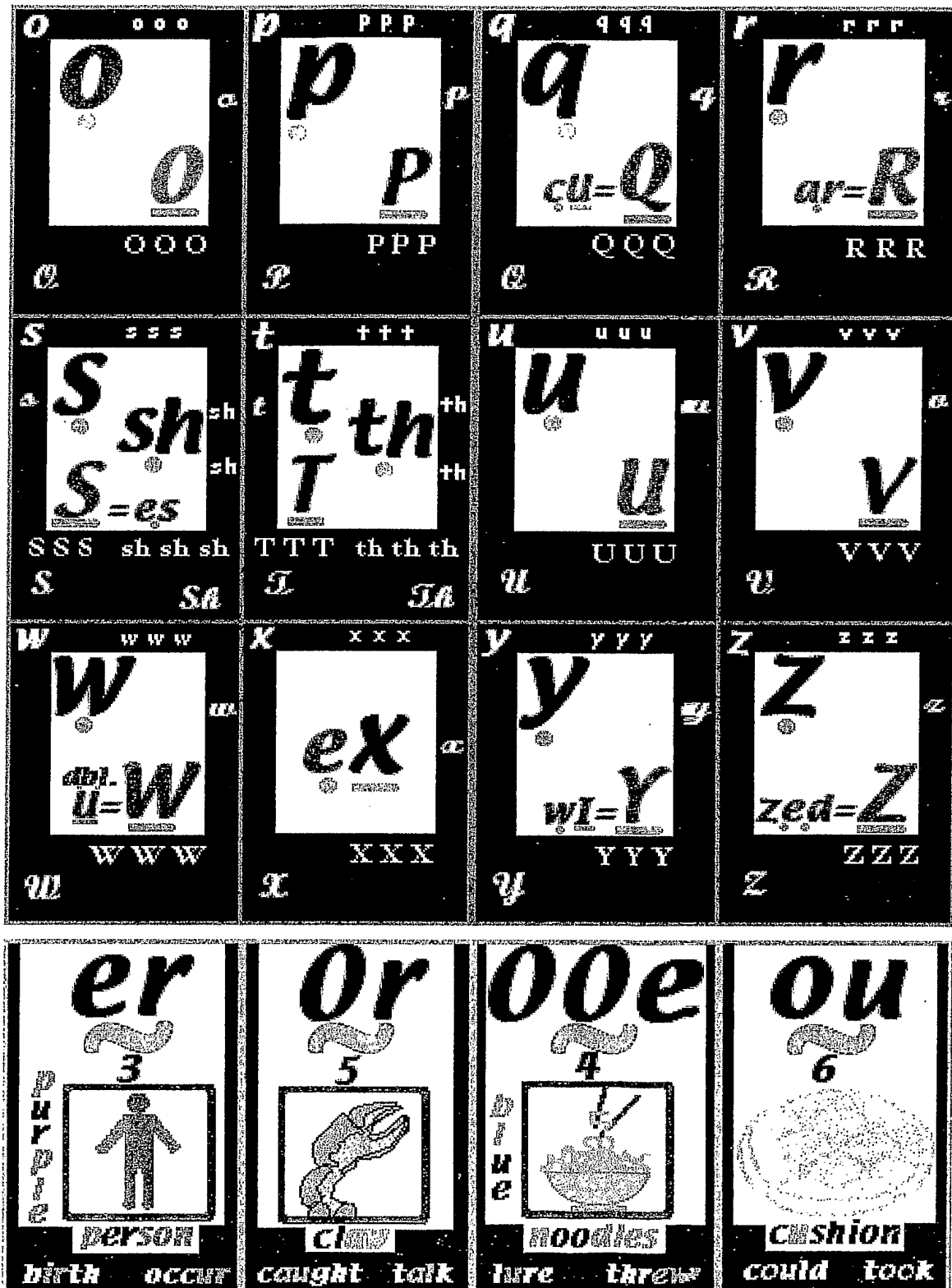
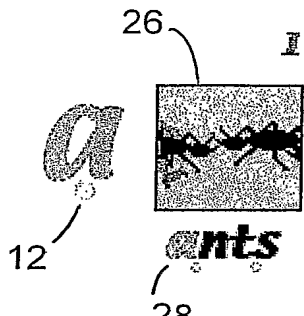
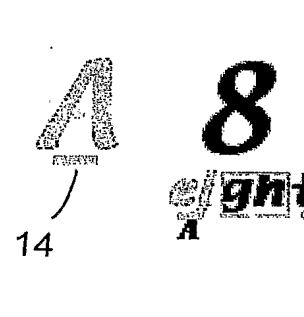

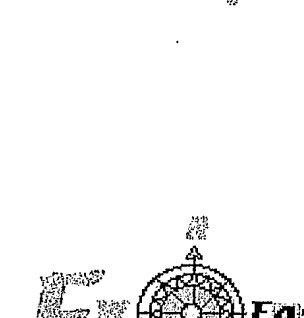
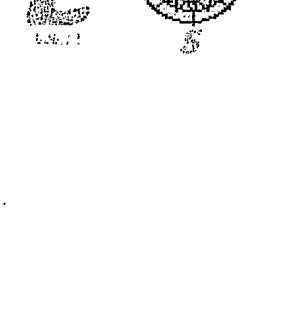


Fig. 2B

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# Vowels

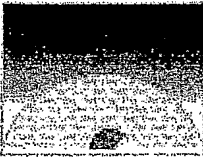







1 **a**ct **a**ccount **a**lone **a**mount **a**pple  
 2 **cr**ack **f**act **h**at **m**atter **r**ap  
 3 **r**apt **s**nap **t**rap **st**ack **tr**ance  
 4 **p**re**a**mb**l**e **r**ea**a**ct **r**ea**a**pp**l**y  
 1 **e**ce **e**ge **e**pe **e**ble **e**che **A**my  
**a**nc**i**ent **a**pr**i**cot **A**pr**i**l  
 2 **f**re**igh**t **p**l**o**gue **v**ague  
 3 **d**ay **g**ame **p**lay **s**tate **t**ake  
 4 **w**ait **p**rey  
 1 **e**cho **e**dit **e**ffect **e**ject **e**lect **e**lf  
**e**lse **e**mp**ty** **e**ner**gy** **e**th**i**cs  
 2 **e**xact **e**xc**i**te **e**xer**c**ise **e**xp**o**rt  
 3 **b**ed **b**led **f**ed  
 4 **h**ea**d** **t**rea**d** **s**a**i**d **a**ny  
 5 **g**er**a**te **g**er**i**al **g**er**o**bic  
 1 **e**at **e**qual **e**quip **e**ven **e**vil  
 2 **m**ee**t** **b**e**l**ie**v**e **s**ee **f**ree **k**ey **m**e  
 3 **b**ea**ch** **b**ea**t** **f**lea **p**lea**s**e **t**ea  
 4 **b**ony **c**oo**k**ies **m**one**y** **r**ock**y**

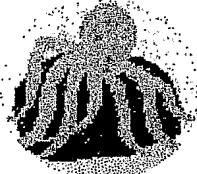
Fig. 3A

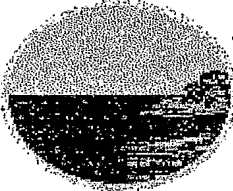
5/17

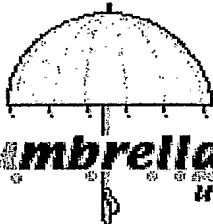
# Vowels

**i**  1 if in it ill imp ink issue itself  
2 bit bring fit mix system trick  
3 ignore inside improve image  
4 calling hopping hoping skiing  
igloo

**I**  1 icon idol iron isolate item  
2 excite kite  
3 buy cry try height light sigh  
ice

**O**  1 object occur of office oxygen  
2 clock cloth hot lot rock stop  
octopus

**O**  1 oat obey only open over owe  
2 broke cosy float post toast  
3 blow dough crow though  
ocean

**U**  1 ugly uncle under up until  
2 but gutter mud putt such  
3 dove glove blood flood  
4 enough rough tough  
umbrella


**U**  1 union use surp sual you  
2 blue cute Luke mile time  
3 beautiful fruit suit  
unicorn

Fig. 3B

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# CONSONANTS

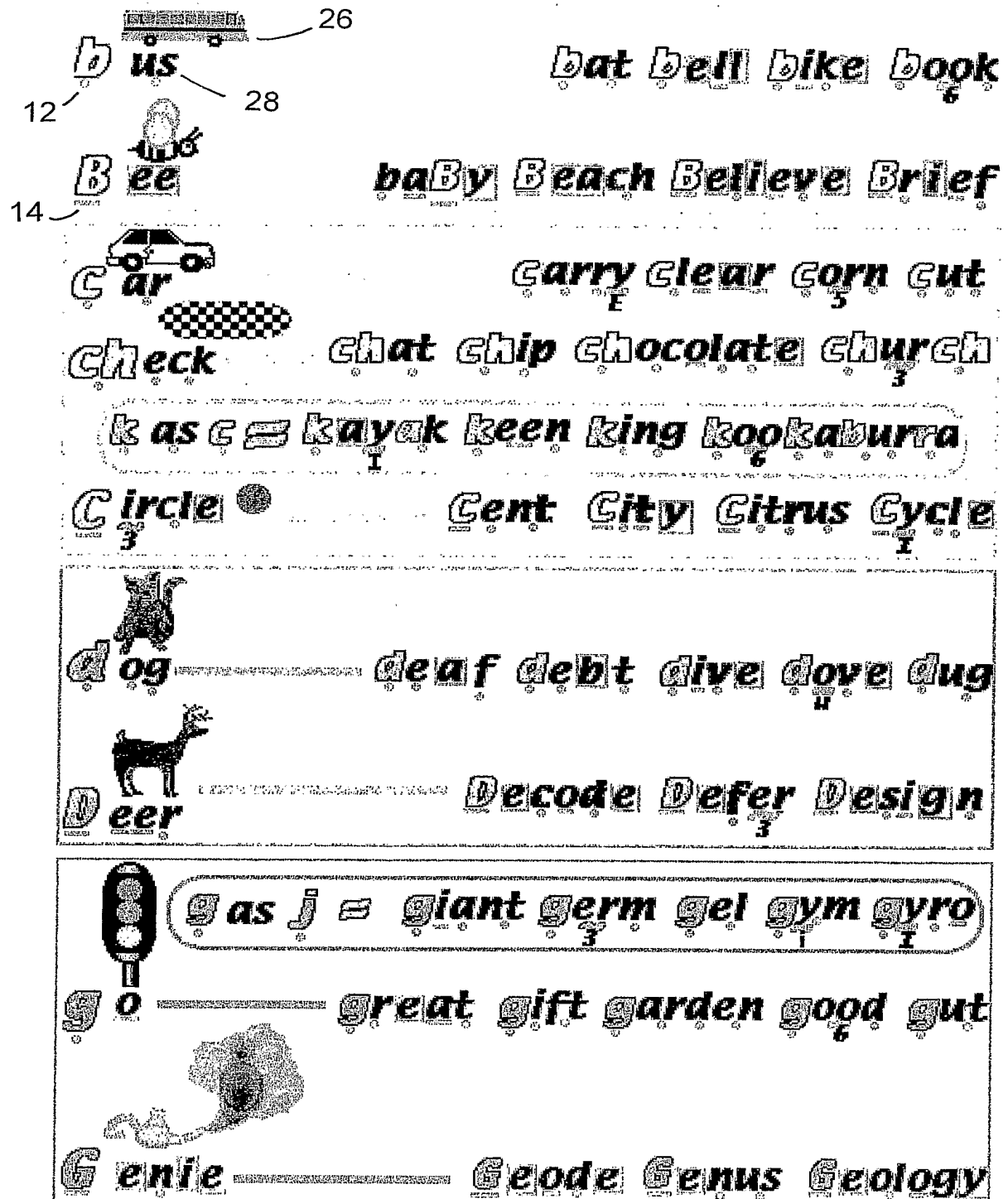




Fig. 4A

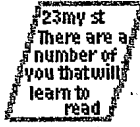
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# CONSONANTS


**P**  **lus** ————— **pat** **pear** **pill** **posh**


**P**  **ea** ————— **Peak** **Peter** **Pizza** **People**

**ph** as **f** = **photo** **Phillip** **physics** **phase**

 **t** **ext** **tax** **tiger** **top** **true**

 **path** **that** **father** **the** **though**

 **T** **ea** **Teacher** **Tiara** **plenty**

 **v** **ase** ————— **vet** **visit** **vote** **vulgar**

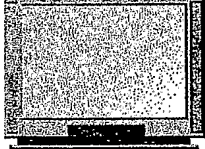
 **TV** ————— **Viola** **Veer** **Vehicle** **Viva**

Fig. 4B

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# CONSONANTS


G

ef = F   
f ish

fat feet


food fur

ph as f = photo physio sphere

Ach = H   
h ouse

hall heap

hit huddle

JA = J   
j ewel

jam jingle

joy jump

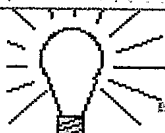
as j = giant gel gem gym

KA = K   
k anga roo

kite keel


koala kung-fu

C as k = cat Celt crypt come

el = L   
l ight


lava leg

local lunar

em = M   
m aze

medal milk

mobile mud

en = N   
n ail

net nil

north nugget

Fig. 4C



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# CONSONANTS




























<p>cu =  Queen</p> <p>ar =  Rock</p>	<p>qi  quack</p> <p>quiet  quota</p> <p>radio  recycle</p> <p>riddle  ruin</p>
<p>es =  Sea</p> <p>S and  Signal</p> <p>shell  Sharp</p>	<p>sea  signal</p> <p>sonic  super</p> <p>cell  certain</p> <p>icing  civil</p> <p>sharp  ship</p> <p>shop  shut</p>
<p>dbl U =  Witch</p>	<p>wage  week</p> <p>wild  wood</p>
<p>ek =  X-ray</p>	<p>axe  exit</p> <p>example  mix</p>
<p>wl =  yellow</p>	<p>yacht  yin</p> <p>yoga  yule</p>
<p>zed =  Zebra crossing</p>	<p>zany  zigzag</p> <p>zoo  zulu</p>

Fig. 4D

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# NUMBERS

<b>one</b> <sup>16</sup> = 1 (X) <b>ten</b> <sup>12</sup> = 10	<b>zero</b> = 0
<b>two</b> <sup>18</sup> = 2 (X) <b>twenty</b> <sup>14</sup> = 20	<b>hundred</b> = 100
<b>three</b> <sup>14</sup> = 3 (X) <b>thirty</b> = 30	<b>thousand</b> = 1,000
<b>four</b> <sup>5</sup> = 4 (X) <b>forty</b> = 40	<b>million</b> = 1,000,000
<b>five</b> <sup>5</sup> = 5 (X) <b>fifty</b> = 50	
<b>six</b> <sup>5</sup> = 6 (X) <b>sixty</b> = 60	
<b>seven</b> <sup>5</sup> = 7 (X) <b>seventy</b> = 70	
<b>eight</b> <sup>5</sup> = 8 (X) <b>eighty</b> = 80	
<b>nine</b> <sup>5</sup> = 9 (X) <b>ninety</b> = 90	

**millimetres** 1,000mm

**centimetres** 100cm

**metres** 1m  
1,000m

**kilometres** = 1km

**milligram** 10,000mg  
**gram** 1,000g  
= 2.2046lb

**square metres** 10<sup>2</sup> = 100  
**cubic metres** 10<sup>3</sup> = 300

**1st = first** **2nd = second** **3rd = third**

Fig. 5

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## Sound Advice

by Zil Nettil

### The Actual Alphabet

The English language is difficult to decipher when learning to read as:

Only 7 of the Capital Consonants have a letter sound that could be used on its own merits. The other Capital letters are a combination of lower case letter sounds with the occasional Capital vowel sound added.

When melding letter sounds, how does a student know what sound to make when: a word is usually a combination of both lower and Capital letter sounds. Then some combinations do not match any other letter sound that's contained within both alphabets. And also, many letters written within some words, do not make an actual sound contribution to the word.

We begin with the sounds of the "actual alphabet":

'vowels' a e i o u A E I O U

and

'consonants' b B c ch C d D f g

G h j k l m n p P q r s sh t th T v V w x y z

Every 'lower case' letter has a unique sound, & should always have priority over the 'upper case' letters. As only 7 of the 'CAPITAL CONSONANTS' have a sound that can be used in this spoken language.

The "other CAPITAL consonants,"

ef= F Ach= H JA= J kA= K el= L em= M en= N cu= Q

ar= R es= S abI.U= W ex= X wI= Y zed= Z

Are mainly used for visual purposes, as in:

recognising the importance of a word,  
for example; Australia, = a country

Mr Peter and Dr Susan Long  
= people and their 'titles'.

Or for :- emphasising word/s = RUN SCREAM

and for

sounding out letters singularly.

Fig. 6

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**Before the vowels and consonants are memorised by visual/tactile sound association, Use the 'new alphabet cards' when learning the letters. Each sound of the alphabet could be described as either short or long. And to help those reading for the first time, additional symbols have been added.**

**For the 'short' sounds, a dot under the letter/s will signify that a 'lower case' letter sound is to be made, for example; *but* or *but***



**the dots placed between the letters, tell the reader to 'meld' those letter sounds into one sound.**

**For the 'long' sounds, a dash under the letter/s will show that the 'capital letter' sound is to be made, for example; *greed* or *greed***

downloaded from

**the dash joined between the letters, tell the reader to 'meld' those letter sounds into one sound.**

**Letters that are silent - do not sound within a word - although the letter is written there. When a ☐ is placed around the letter/s it means it is silent.**

**For single or combined letter sounds; that are not written as they sound, - a warning "tilda" will show the correct letter sound - for example *prey* *sky***

**If the sound cannot be replaced with a letter from the alphabet, - then six separate numbers denote where they can find the 'sound needed' to say the complete word.**

**ow = owl**  
1 1

**ar = banana**  
2 2

**er = first**  
3 3

**ooe = grew**  
4 4

**Or = talk**  
5 5

**ou = should**  
6 6

**A more detailed chart is in the 'Key Sounds Index'**

Fig. 7

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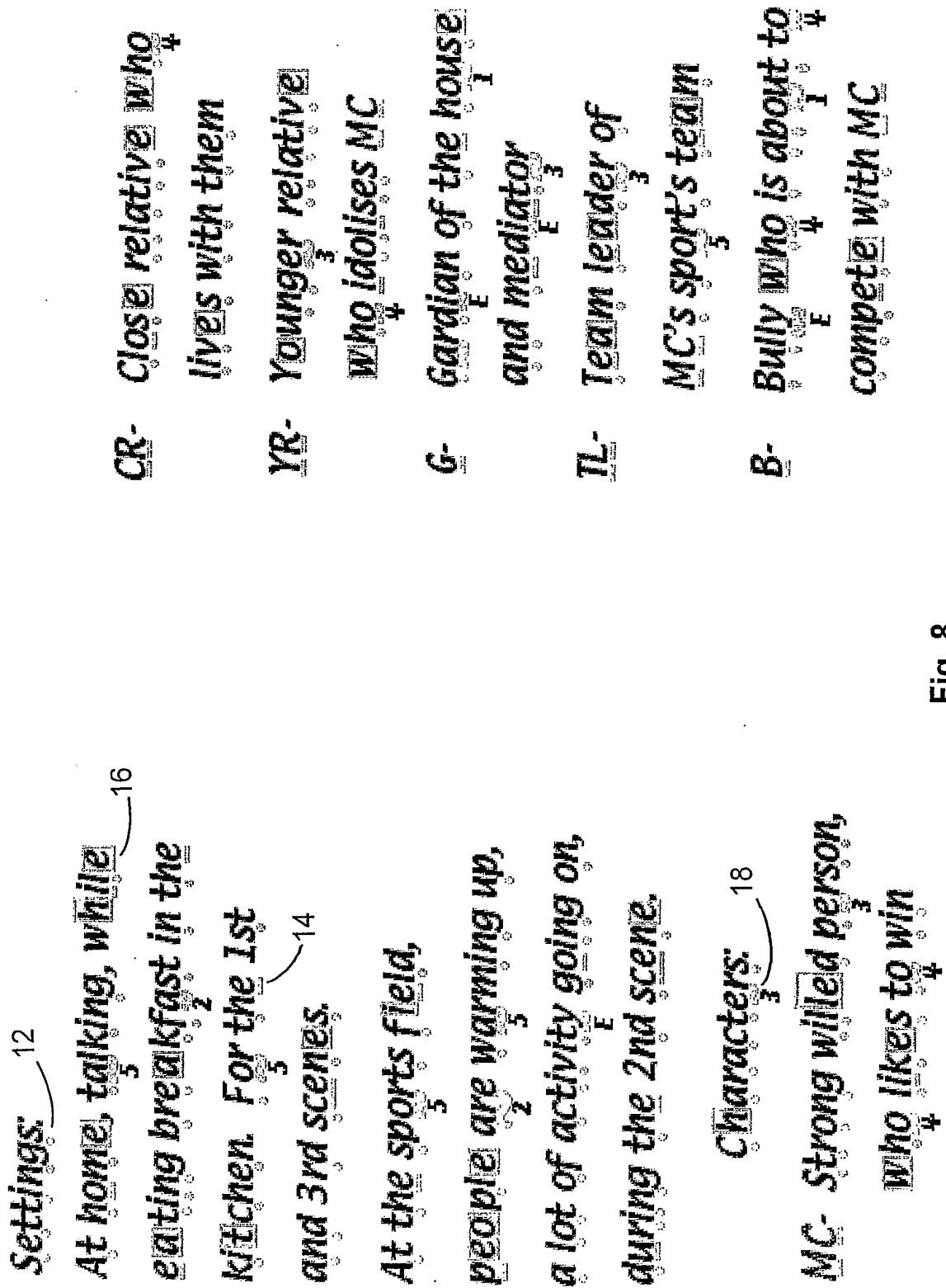
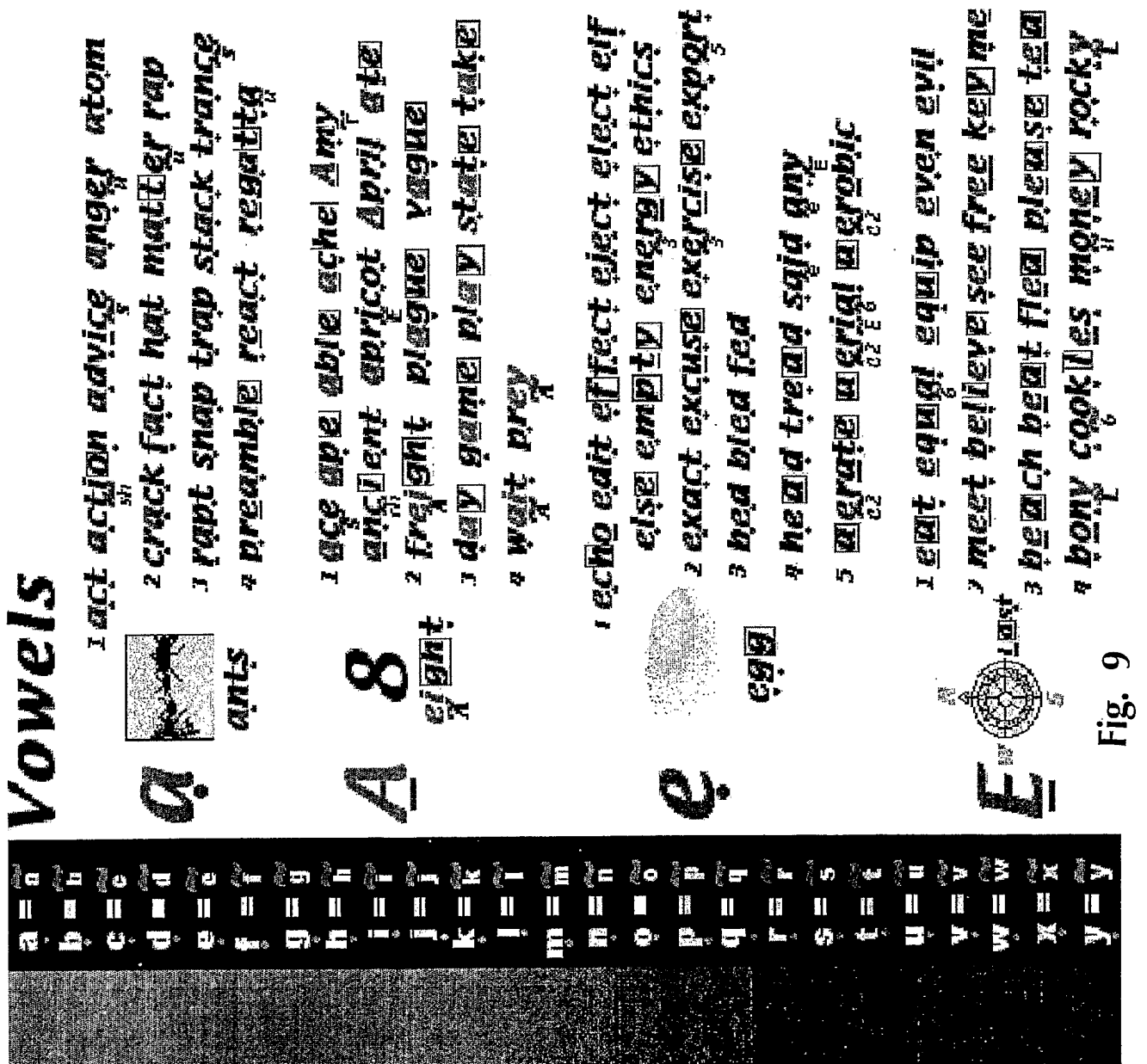
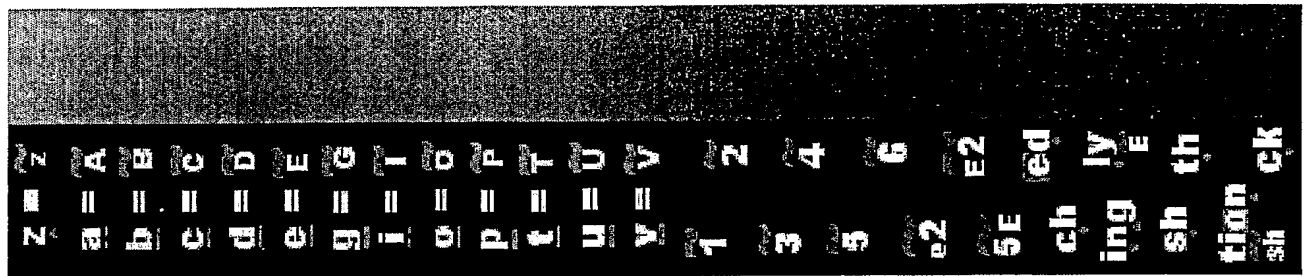


Fig. 8





ch	ow	ar	er
ing	1	2	3
ed	cow	dollar	person
ly	round	garden	birth
sh	ou	or	ou
th	4	5	6
tion	noodles	claw	cushion
	lure	threw	could
	air	ear	boy
	e	ear	5E
	peer	appear	emphoy
	there	clear	soff

# Letter Sounds

Can you say all the sounds correctly? Ask a friend to listen - while you sound the letters + numbers 'out loud'.

Or

you could record your voice, while you say them.

Then listen to yourself, when you play the recording back.

Was your voice copying all the sounds correctly?

When you can say all the sounds correctly, then blending of the letters, into words begins.

Fig. 11



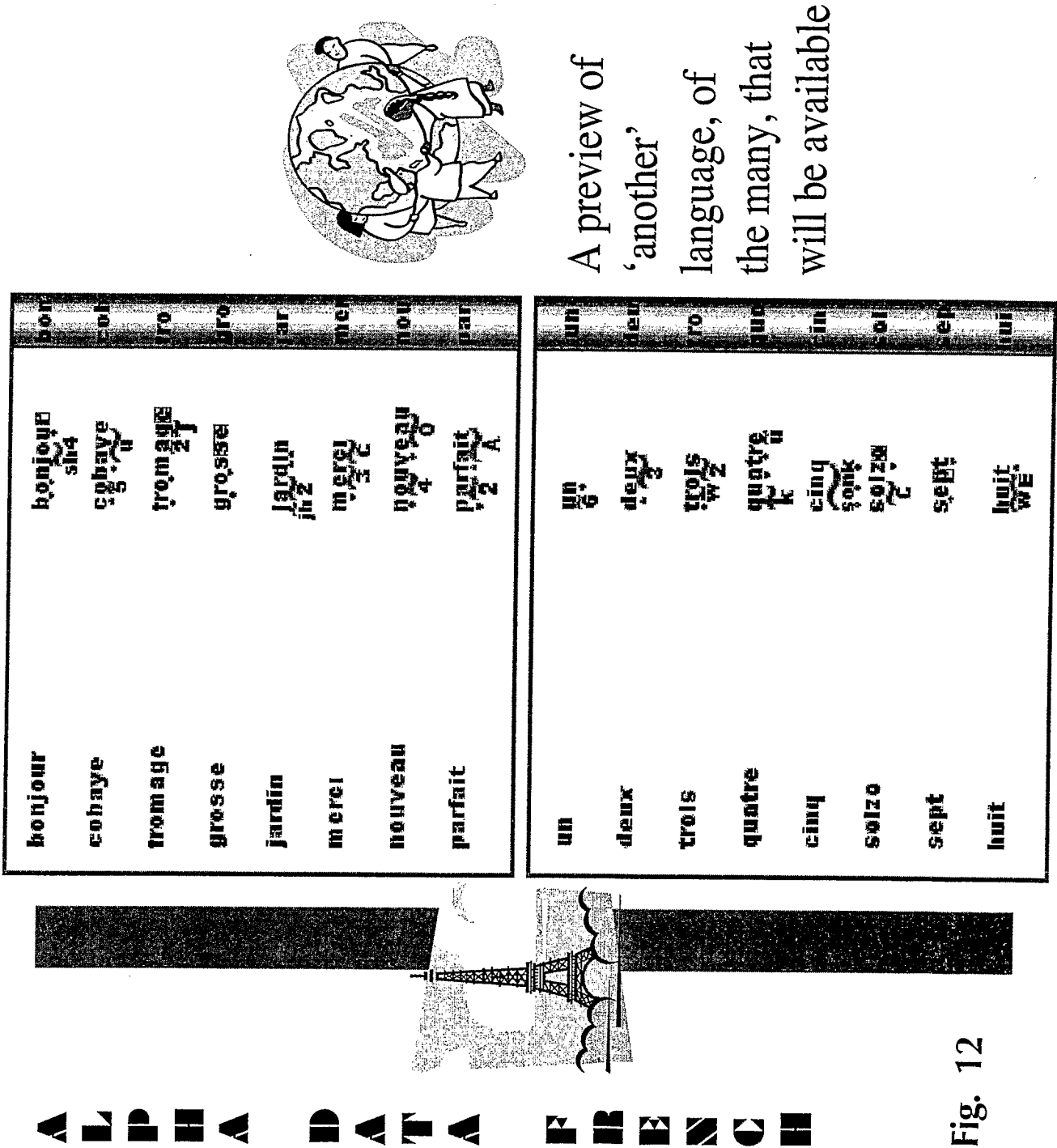


Fig. 12